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Bridgewater State Normal School

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M. L. Hunter

FEBRUARY, 1891.



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NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

THE NORMAL OFFERING.

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MAIN STREET,

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Normal Offering.

Vol. IX.

State Normal School, Bridgewater, Mass., February, 1891.

No. 1.

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

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The OFFERING is strictly a school paper, and all members of the school are requested to contribute.

Ex-members and graduates of the school are requested to keep us informed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING" Normal Hall, Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

TWO BOWS. One to the public by the entire management of the paper; another to the inevitable by the Editor-in-Chief who lays down his pen as this number goes to press. The regret occasioned by the resignation is as great as was the pleasure when the opportunity was afforded of continuing work so familiar and agreeable. He hopes to see grow, under other management, the paper which he had in mind to develop.

DID you ever see a person carrying toward his mouth a spoonful of liquid, a spoon so full that he was in dread lest either he himself should spill it or some one else should jar him and cause

him to spill it? And did you see with what a look of relief he *dumped* the liquid into his mouth, or, if anyone hit him, how woe-begone he was?

Did you ever see a scholar with his head crammed full of a lesson going toward a class room, crammed so full that he was unable to say a word or look aside lest he should "slop over"? And did you ever see that scholar, after sitting trembling in his seat, get up when called and dump that lesson into the teacher's ears; or, if the question was asked in an unexpected way, see how sadly that lesson went slop, slop, in spite of his efforts to keep a steady head?

Remedy—either for yourself, or your scholar—what?

THIS is getting to be more and more an age of specializing; and naturally so, fortunately so too, for the vast stores of knowledge in all departments of learning could be but slightly—if at all—increased if one man should undertake to become familiar with them all. There is however, danger of people becoming sadly deformed mentally as a result of forgetting that, other things being equal, the best developed man makes the best specialist. Apropos of this very general remark the OFFERING wishes to say a few words of special application.

We are all here as students, preparing to enter the educational world as instructors. Experienced travellers generally, before going to a new place, procure maps, guide-books, histories and whatever else they can find of value, and study them carefully. The architecture, the people, the government, the religion, the scenery—these and many more things they devote long hours of study to, in order that they may be able to appreciate the beauties and understand the conditions of the scenes through which they pass. In this progressive period this is nothing more than he should do who purposes to enter the teaching profession. Is it not, in fact, exactly what Nor-

mal methods require? Is it not getting a view of the whole in order that we may understand better the parts, their relation to each other and to the whole?

Primary and grammar schools and, generally, high schools are not unknown to the Normal student. Even if they are unknown in their individuality when the student comes here they become familiar to him before graduation day. But there are other institutions of learning besides those. The village "High School" is often not, in any respect, a thing of beauty or a joy forever, but there *are* high schools that are, and the Normal student should know of them thoroughly, even if it be at the expense of his exalted opinion of the "High School" from which he graduated. And there are colleges and universities with which he should also be acquainted, even though he may never be able to attend them, else how can he know what his scholars most need to fit them to go there? College men who have attended Normal schools trade huge jokes with each other about the Normal students who asked them if they studied reading and spelling in college, if the course there included any Greek or trigonometry, any ancient history—and the like. Such jokes ought not to be possible; the Normal student ought to know what a college course is. Catalogues are free.

This is not a wail, nor a slur. We believe that the Normal school has done, is doing, and will do wonderful things for the educational world. We believe that that world is indeed but beginning to realize truths that the Normal school has proclaimed from its beginning. And this is an appeal to her students to persist in knowing beforehand the world into which she is to send them.

ARE the public schools of the United States to train American citizens or are they to be a factor in sectionalizing the people? In other words, is the language of the next generation to be English or are we to have little Germanys, little Italys and little what-nots here and there among us, with their foreign languages and necessarily foreign customs and ideas? Some of the western states are engaged in solving that question to-day. America for Americans, we

say. "If people who come here are not Americans, make them Americans as quickly as possible. And what method more effective than teaching them and their children the American language?"

ONE of the greatest needs of the school at present, and one oftenest pointed out, is reference books. New theories and new facts are so abundant in all lines of study that works of reference to be of value to the progressive student must not bear the imprint of the early half of the century, but of a somewhat modern year. All departments of work are in the same need, and we look forward with great hopes to see those needs satisfied when the new building is completed and work has begun therein.

EVERYONE misses Mr. A. C. Boyden, who is absent attending an educational gathering at Jamaica. He left the middle of the month and expected to return in about four weeks. While he is away Miss Fisher and Mr. Shaw have charge of his classes.

DON'T clip from the newspapers in the reading room; at least not while they are new. Dec. 1, of one paper, was mutilated *so early as the 15th*.

WHAT is *your* opinion of the "Force Bill"? It will have to be expressed sooner or later.

WHEN will the new building be ready? Who knows?

CLASSICS IN EDUCATION.

AND now England has turned against the general study of Greek in schools and colleges. Eton, Harrow, Rugby, Winchester, Westminster, Charter-House, St. Paul's, Clifton, and other schools, at a recent gathering of head-masters acted with force. The attack was lead by Harrow. Her head-master advocated the abolition of obligatory Greek both at school and at college, and the substitution of science or modern language. The first ground taken was the need of adapting education to individual tastes and capacity; the second was the interest of Greek

study itself. He pleaded that the study of Greek might be left to those who really love it and could cultivate it with success, to a sort of classical élite who might rescue it from its present degraded condition as the bugaboo of dullards and sluggards. There was a good deal of discussion, pro and con which brought out nothing new, but the resolution came within two votes of being carried, two of the smaller schools holding to the old ideas. Perhaps Greek has never received so severe a blow since it began to be studied, for England has, for many years, been its stronghold, its champion. Neither on the continent nor here has it ever been so fondly studied as there.

ADVICE.

Up! up! my friend, and quit your books,
Or surely you'll grow double;
Up! up! my friend and clear your looks;
Why all this toil and trouble?

Books! 'tis a dull and endless strife:
Come hear the woodland linnet,
How sweet his music! on my life,
There's more of wisdom in it.

And hark! how blithe the throstle sings:
He, too, is no mean preacher:
Come forth into the lights of things
Let Nature be your teacher.

Sweet is the love which Nature brings:
Our meddling intellect
Misshapes the beauteous form of things:—
We murder to dissect.

Enough of science and of art:
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

William Wordsworth, (1798).

A SKETCH.

A ragged time-stained paper lies on the table before me. In size, it is not very unlike the paper you are now reading. In fact, the two papers resemble each other very closely in more ways than one. Both seem to have the same spirit: both are dated in Bridgewater, although in time, there is a difference of a little more than twenty-one years; and both bear the same modest name, "THE NORMAL OFFERING." Although the two numbers bear such a strong resemblance to each other, yet there is a marked contrast be-

tween the two which I trust you will notice as I turn the pages of the first printed NORMAL OFFERING.

The only article on the first page (the OFFERING boasted of no cover on its first appearance) is an editorial entitled, "The Gulf Streams." The discussion of the paper answers the questions: What is the Gulf Stream? what is its cause? and how does it affect the climate of Western Europe? Perhaps no subject could have been selected which would, so effectively, suggest the character of the work of the supporters of the paper, and which would be, at the same time, interesting, for the editors have certainly succeeded in presenting a well worn topic in a pleasing manner.

Following this are two shorter editorials, "Echoes," and "Who succeed as Teachers?" The closing sentences from each will suffice to show the character of the articles. From "Echoes." "Let us as teachers remember this. If a child is stupid and discouraged over his lessons, that is all the more reason that the teacher should be hopeful that the heart of the child may give a hopeful response." From "Who Succeed as Teachers?" "In short, she succeeds who is a *whole souled teacher*."

A sketch of the seventy-first class follows. Every member of the class has a short space devoted to the history of his education before entering the Normal. Sketches of several other classes are scattered throughout the paper, also personals regarding the whereabouts and salaries of those already graduated. Of the many mentioned, there is but one who is familiar to us all. The third item of the sketch of the seventy-fourth class reads: "Arthur C. Boyden, Bridgewater. Educated in Bridgewater High School and Academy. Mr. Boyden has appeared before the Lyceum in declamation and in several debates."

The next few columns are devoted to a sketch from Kingman's "History of Bridgewater." In writing of the schools of the town, the Normal school is noted as the "school of teachers," an institution largely patronized, under the charge of Albert G. Boyden, A. M., attended by 130 pupils from different parts of the state, and as giving great promise of the future.

In glancing at the following article, bearing the name, "Courtesy," a pleasing metaphor meets my eye which is worthy of repetition. (Courtesy) "is a wayside flower, which when plucked, gives pleasure, not only to the owner, but also sheds its fragrance all around." "Lessons from Nature," is the title of the next editorial. And lessons from the oak, the brook, and the vine have been very prettily drawn.

The succeeding article is a description of "Our New Boarding House." Since then there seem to have been some changes for the better, for at that time there were but twenty-nine students' rooms, for ladies only, the young men renting rooms in private houses, and taking their meals at the hall. Gas was not then used in the building, for the young ladies were requested to provide their own kerosene lamps, the oil for which was supplied in the house.

"A little nonsense now and then" seems to have been relished quite as much by the students of 1870, as by those of a later date. Some very original, humorous articles were contributed to this number, but as yet, but half the pages of this number have been turned, and so only the titles of some can be mentioned. Among these are: "Editorials, as read on New Year's Eve," "Our Class Pictures," and "The Fire."

From, "Scenes in Normal Hall," the following extracts may suggest some strange sights which are seen in Normal Hall of to-day "free of charge." "A very novel sight may be had, free of charge, by just walking into Bridgewater State Normal School, any day of the week, except Saturdays and Sundays, between the hours of 9 A. M. and 12 M., and 2 and 4½ P. M. It beats all the masquerades under the sun, for they are what you may call artificial, but the sight seen at Normal Hall is natural; none but the real genuine persons are here.

"Scene I. 9 A. M. School has not yet begun, but many of the members have assembled and are chatting around us, in groups here and there. *Hunt* and *Prentiss* have come in, but they create no sensation as we are favored every day by the presence of *Campbell*, *Moore*, and *Young*. That group in the alcove consists of sub-seniors. Here we see *Hamilton* and *Adams* talking with a *Cook*,

and the only D. D. in school has become so absent-minded as to talk to a *Ring*.

"Scene II. Ten minutes of 2 P. M. There is now a *Chase* in the room but strange to say no one minds it, though it is frequently the case one meets with a *Bump*.

"Scene III. 4½ P. M. School is dismissed. Many still linger round the *Hall*, loth to leave but others hastening out. In the midst of the bustle we receive the surprising intelligence that *Morse*, who has been with us all day, has gone off on the afternoon train, but we have "Smiling *May*" left, and are consoled by the fact, that, if the junior class has but one *Young* man, he is "*Solomon* in all his glory." We see *Pease* and a *Cobb*, but with all our acquisitions we have no visible *corn*. The *Wood* of the institution has walked off, and as it is but cold comfort to remain, we take our departure bringing with us *Pray* and *Winn* for our motto."

Places of interest about Bridgewater are described by one of the students, and although twenty-one years have extended the list considerably, yet the Observatory, mentioned in the article, which once reared its "lofty head" on Sprague's Hill, has given place to another structure, less romantic, perhaps, but of far more value.

Madame Solome's celebrated Picture Gallery is mentioned, a gallery where all lovers of art feasted on the Death Bed Scene, the Skating Party, a picture which admirably displayed the artist's knowledge of perspective, and the portrait of President Lincoln, painted from imagination. Madame Solome and her husband, the artist, have gone, but the picture still remain. They are not in one house, to be sure, but are scattered in many homes throughout the town, and as I chance to think of one which I gazed upon not long ago, there arises in my mind the first line of that familiar quotation, "The evil that men do lives after them."

I have already turned the sixteenth and last page of the OFFERING proper, the remaining pages being devoted to advertisements. And as the editor ended the first NORMAL OFFERING by asking and answering a conundrum, so I close this sketch by asking and answering the same.

Why is Bridgewater one of the best places in the world for boys? Because it has one of the best Boy-dens.

M. L. H.

GRADUATION JAN. 21, 1891.

THE all important day in the normal school life of the sixteen members of the class of Jan. '91 dawned clear and mild. School assembled at the usual hour, the students occupying the main part of the school hall, while a good number of visitors were seated on either side and among the teachers.

In announcing the exercises of the day the principal called especial attention to the plan which had been followed in the preparation. The plan was to show the kind, grading and scope of the work done in the school. For this end those graduating from the two-years' course, had been arranged in three sections. To the first, work in language had been assigned, to the second, in mathematics and to the third, in natural science.

The language section was first called, four members teaching, in turn, a lesson to show what language work should be done in primary, grammar, high and normal schools, while the fifth gave a summary of the subject.

The remaining sections gave similar exercises in their respective subjects. The exercises were conducted in an interesting way and showed the thing intended. When the teaching was finished, Miss MacGregor, of the four-years' course gave a brief review of the whole showing the essential features of each.

This was followed by the principal's report which showed fully the condition of the school, and the address to the graduates, which was interesting and valuable, showing the difficulties which they would meet, the way to encounter them and the rewards that would follow careful work.

An essay now read by Miss MacGregor, and the valedictory by Miss Keith, claimed the close attention of the audience.

The pleasant task of presenting diplomas was performed by Mr. G. I. Aldrich, who was also the first to fill the more difficult position of after-graduation speaker. Other speakers were Mr. G. I. Aldrich, Visitor; Mr. W. C. Bates, Supt. of schools

Easton; Mr. J. B. Gifford, Supt. of schools Marblehead; Mr. S. W. Billings, Supt. schools Sharon; Rev. Mr. Wheeler, Rev. Mr. Wood, and Rev. Fr. Riley of Bridgewater.

The exercises were varied by chorus singing and by calisthenics exercises by the school and closed with the singing of the doxology.

THE ENTERING CLASS.

Herbert Cholerton,	Bridgewater.
Henry E. Gardner,	West Hanover.
Bertram C. Richardson,	Brockton.
George H. Smart,	Peabody.
Eugene E. Soule,	Easton.
Robert L. Thompson,	Topsfield.
Pauline J. Atkins,	Provincetown.
Minnie E. Brown,	Waltham.
Mary S. Brown,	Middleboro'.
Nancy G. Chace,	Westport.
Josie M. Chamberlain,	South Hanson.
Alma P. Cushing,	South Weymouth.
Annie G. Farrar,	Lincolnville, Me.
Minnie V. Jillson,	Orange.
Nettie Norris,	Montpelier, Vt.
Edith D. Packard,	Halifax.
Marion L. Pierce,	East Milton.
Edith V. Pool,	West Hanover.
Mattie E. Stuart,	East Wareham.
Mary L. Tucker,	East Weymouth.
Mary L. Wallace,	Athol.
Emily B. Ware,	Sherborn.
Jennie M. Wood.	New Castle, Me.

WHAT IS AN EDUCATION?

IN TWO PARTS.

PART I.

“WHEN clergymen break down, or public men, or professors in colleges, or other literary institutions, get sick and die, the universal cry is, ‘over study,’ ‘too much responsibility,’ ‘too much mental application.’ It is never so; not in a single case since the world began; we defy proof. * * * * * If a man will give himself sleep enough, and will eat enough nutritious food at proper intervals, and will spend two or three hours exercising in the open air every day, he may study, and work, and write until he

is as gray as a thousand rats, and will be still young in mental vigor and clearness." Such a man is Gladstone. "Hard study does not of itself shorten life, but does of itself tend to increase the longevity of man. When hard students die early, it will be found that in some way they had fallen into the habit of violating some of the laws of nature, or began study with some inherited infirmity." "Where is the man of renown who lived plainly, regularly, temperately, and died early?"

Now since an educated person is one who "makes the best use of all his powers, both physical and mental, is the statement ever true that "such and such a man had an excellent education but he died from overwork"? Are we so senseless that we can never practically (for I believe that there is a difference between learning a thing practically and learning it theoretically) learn that one's first duty is toward his body—the home of the mind,—“the mechanism of the Infinite”?

If a person has his dinner at 12.30, knows beforehand that he must sit in a closed room occupied by a large number of persons from 1.35 until 4.00, knows that he needs exercise and fresh air, and knows that study directly after eating is injurious, if such a person sits down in a stooping position and tries to study (for he can only try) for half an hour after dinner, thus losing the golden opportunity to get a few breaths of "blessed outdoor air full freighted with oxygen," is such a person making the best use of all his living powers? We know that our sources of nourishment are twofold: food and oxygen. Many an athlete has contributed largely to his training by taking systematic breathing exercises, thus enlarging his capacity for receiving oxygen. From this fact and the fact that without oxygen one dies in a few moments, while without food life may be sustained several weeks, certain important inferences may be drawn. Show us the man who has trained his bodily powers by enlarging his capacity for food. No person ordinarily thinks of omitting the breakfast; but the walk after breakfast—how about that?

And again, should the expression—"He doesn't know enough to go in when it rains" be taken

only in a literal sense? How much more knowledge can be attributed to him who habitually and voluntarily retires late during vacation after a hard term's work, or to a person who eats at all hours of the day, than to him who "doesn't know enough to go in when it rains"? We know that time taken from seven or eight hours sleep in each twenty-four hours is not time gained but time more than lost; that irregular eating shortens life; that when the respiratory organs are free to act as nature intended they should, no more oxygen is inhaled than nature requires; that compression has been the cause of death in not a few cases;—in a word, we know that nature is never cheated. And yet, knowing this, we repeatedly violate these and many other natural laws simply for some temporary pleasure. "What a fool a man is!"

"I am intensely interested, yes, I am more than interested, I am enthusiastic," says Dr. Emerson, "concerning any subject which tends to develop the human mind." And when we stop to think for a moment, what are we here for but for that very purpose—to unfold our living powers? Then since the whole object of life is to develop the mind, and since the mind can grow only by activity within the mind, what is more fundamental than to furnish that condition which favors the most vigorous and healthful mental activity—a healthy body? Yet, no doubt many of us have often confined ourselves to study when we felt that we should be exercising—"We had so much to do." Perhaps this was due to the fact that we had not yet learned how to work to the best advantage when "under pressure." But this must be learned, sooner or later by every one who would be *educated*.

As a conclusion, I simply state (in the form of a rule) that which I am forced to believe as a deduction from observations of the conditions for progress in my own work and that of others.

First. Use all the time you need to care for the body so as to keep it in the *best possible* condition.

Second. If there is any time left (energy will be plenty) that time is the time for study.

To follow this rule is to take the *first* step in *education*.

MILADI.

We sat on the dusky verandah,
 Miladi dear and I,
 Watching the clouds meander
 Fair Luna's crescent by.
 We talked of nescio quid
 As children often do,
 And other things we did,
 Arreptaque manu.

But a Culex pipiens thirsty,
 Came through the air a singing
 As if her cheek were the first he
 Had any thought of stinging.
 He lighted on that self-same cheek,
 An exclamation followed,
 And ere my faltering tongue could speak
 In his gore that culex wallowed.

Then sombre thoughts poured through my brain
 And the muse came up in haste
 And spurred my flagging will
 With a poke or two in the waist
 And I versicled this odelet.

O Culex, Culex pipiens, built on so slender a model
 Armed with inquisitive bill and a still more inquisitive yodel,
 Thou hast dared to taste of sweets unto all men denied,
 Thou hast gained thy heart's desire, and tasting died.
 Better far thy fate than an uneventual life,
 Stirred by no ambition, alone to be won by strife.
 Thou hast gained thy summum bonum: tell me, Culex mine,
 Shall the fate that shall fall on me be thusly-like to thine?
 Tell me with one faltering wink of thy fast glazing eye,
 Shall I strive and win and drink, and having tasted—die?

THE BENEFITS OF LYCEUMS AND
DEBATING SOCIETIES.

THE debating society is an institution that has flourished in New England for a century and nearly every village and town within its borders has reaped its benefits. Working side by side with the college it has helped thousands of young men to obtain that very essential thing, a good command of his mother tongue. No matter how well informed he may be it will be of comparatively little value if he cannot express himself fluently and correctly. It also gives them a better understanding of the questions of the day and parliamentary practice.

Young men who with faltering voice and hesitating tongue first addressed the village lyceum have afterward held listening thousands with their eloquence. Men who twenty-five years ago obtained their first knowledge of parliamentary law within the school or village debating society are today discussing points of order in the legislative halls of the state and nation. Brilliant lawyers

arguing their cases before the highest courts in the land can recall the time when they were members of a debating society and how all their successes in after life did not cause them half the enjoyment as when victory crowned their efforts in a hard fought debate.

Go to these same men who have made themselves famous in the pulpit, before the bar, and in the councils of the nation and ask them if their early training in the debating society did not help them in after life. To this question the invariable answer will be, that they considered those evenings spent in debate as the most profitable ones of their life and that to this early training they owed much of their success.

It was in the college debating society at Dartmouth that Daniel Webster first learned to use the powers that afterward made him so famous. It was in the school and college debating societies of Chester, Hiram, and Williams that Garfield received the training which enabled him in after years upon the floor of Congress to cope with the best debaters in the land.

It was in the Natick debating society that Henry Wilson first learned to think upon his feet and arrange his thoughts in logical order. It was here, also, that he acquired that skill in parliamentary practice that afterward distinguished him.

So I might continue at great length upon the benefits derived from this time honored institution, the debating society, but it suffices to say that a young man who is a member of such a society, keeps abreast of the times learns to look at and weigh both sides of a question; think quickly, and express his thoughts in a concise and logical manner, the sum of which is that he receives a training that will best enable him to perform the important duty of citizenship.

SAUGUS.

IS THERE AN HONEST LAWYER?

EVEN Normal students occasionally become lawyers and those who do not generally meet, in the course of their teaching experience, with the question propounded by their pupils—Are lawyers necessarily of bad moral character? Someone writing in a leading magazine declares that the honest lawyer is a "rara avis" in the same degree as a white blackbird, in this merely mouthing a too common sentiment. One of our best daily papers has, however, ventured to reply to the charge in a way somewhat as follows:

A peculiar fact is that a lawyer, if socially pure, does not lose his caste or credit and is as highly regarded in the community as is a member of any other profession or calling. He treats his dishonesty as a huge joke. It is not too much to say that while everybody believes every lawyer dishonest, no one, personally, knows a lawyer in good practice in whom he has not entire confidence, and whom he would not trust with uncounted money sooner than any other man in the community whom he knows no better. An honest lawyer no one expects to find, and yet it astonishes everyone when any lawyer is personally suspected of being dishonest. What is the secret of this? Why, simply this, that a lawyer need not, of necessity, be honest in the advocacy of his client; he may with perfect self-composure and a clear conscience labor to free a man whom he knows to be guilty, or to secure the conviction

of a man in a civil suit of whose guilt he has scarcely a suspicion. The public judgment of dishonesty results from the fact that a lawyer will rarely, if ever, admit, even to his best friend that he does not believe in the case he tries. The point is that a lawyer trains himself to think and speak only of the legal side of the case. Whether his client did or did not do a thing does not concern him in the least, he is solely interested to know whether he can prevent its being proven. Here the fraternity draws the line very sharply. There is no profession that acts so promptly in dispelling a dishonest member as that of law, and none that disgraces a member so completely by its expulsion. We are not now dealing with the ethics of the profession as relates to the morality of viewing a case from the legal side alone, but accepting that as the proper thing, "the lawyer will challenge the medical or clerical profession to a contest for honesty."

CUM GRANO SALIS.

WOMEN crusaders in Bangor, Me., called at a saloon in order to try by praying to induce the proprietor to close his place. The proprietor invited the ladies to seats, and asked them to pray, and then himself offered the following prayer:

"Almighty Creator in heaven! Thou who hast made the heaven and the earth, and created man in thine own image as ruler of this earth! whilst animals are living on grass and water. Thou didst teach Thy servant Noah to make wine, and Thou didst not punish him for making intemperate use of it. At the wedding of Cana, thine only Son, Jesus Christ, transformed water into wine, when the juice of the grape was exhausted, that the enjoyment of the guests might not be disturbed. The great reformer, Martin Luther, said: 'He who does not love wine, women and song, remains a fool all life long.' And all the great men upon this earth have been drinking of the wine Thou hast given Thy children upon this earth.

"O Lord! we pray Thee, have pity upon these women here who are not grateful for Thy gifts; who want to make Thy children like the beasts of the field, and compel them to drink water like

an ox, while they dress extravagantly and lead their husbands by other extravagances, not tending to our well-being, to bankruptcy, depriving them of all pleasures of this world; yea, driving them to suicide.

"O Lord, have mercy upon these ladies; look upon them; they wear not even the color of the face that Thou hast given them, but they are sinning against Thee, and not content with nature, paint their faces. O Lord, Thou canst also perceive that their figure is not as thou hast made it, but they wear humps upon their backs, like camels. Thou seest, O Lord, that their head-dress consists of false hair, and when they open their mouths, Thou seest their false teeth.

"O Lord! these women want men who will patiently accept all this without using the power Thou hast given to man, that all women shall be subject to man. They will not bear the burden of married life, and obey Thy commands to multiply and replenish the earth; but they are too lazy to raise their children; and, O Lord! Thou knowest the crimes they commit.

"O Lord! have mercy upon them, and take them back into Thy bosom; take folly out of their hearts, give them common sense, that they may see their own foolishness; and grant that they may become good and worthy citizens of our beloved city of Bangor. O Lord! we thank Thee for all Thy blessings bestowed upon us, and ask Thee to deliver us from evils, especially hypocritical women, and Thine shall be the praise for ever and ever. Amen."

DEPARTMENTS.

MILDRED L. HUNTER.

LANGUAGE.

LAST January Mr. Kirmayer gave the older classes in Latin, examinations taken from Boston examination papers of the first and second grades. Nearly all did well, and, in many cases, the work was excellent.

LYCEUM.

THE program for the Lyceum held Jan. 2, 1891, was as follows:

Piano Duett,	Messrs. Parsons and Reed
Song,	Miss Phillips

Reading,

Clarinet Solo,

Cornet Solo,

Debate,—Resolved that the McKinley Bill is for the best interests of the people of the U. S.

Aff. { Mr. F. B. Thompson.
 { Mr. A. P. Keith.

Neg. { Mr. J. H. Gormley.
 { Mr. G. H. Fallon.

The vote, taken by the Lyceum at the close of the debate showed a large majority in favor of the negative.

MATHEMATICS.

MR. Jackson prepared a large number of maps in application of plane loci for the benefit of the advanced Geometry class. These maps are exceedingly helpful, and may be made and used to advantage in connection with other subjects.

SCIENCE.

A new set of topics has been prepared for the use of advanced classes in Geology, and enough specimens have been procured to teach all ages of Historical Geology, each pupil of the class being provided with a set. The series of presentation exercises in Historical Geology, during the last term, were on the whole, excellent.

The classes in Mineralogy did more thorough work in that subject last term than has ever been done by previous classes. In addition to the regular work, each pupil has collected minerals, rocks, and soils, has analyzed and neatly labelled them. These collections form a nucleus of a school or home collection.

A new outline in Elementary Physics has been put into use this term.

HISTORY.

THE class in General History has commenced work according to the new outline of topics prepared by Mr. A. C. Boyden. Last term the class in Civil Government prepared about forty progressive maps. Each member was required to make one. These maps show the progress which has been made in the United States in some special line during a certain period of time as, extent of territory, population, settlements, etc.

GYMNASTICS.

THE gymnastics of last term were taught, under the supervision of Mr. Jackson, by six members

of the school, four of whom were from the graduating class. The teachers were Misses Keating, Keith, Hunter and MacGregor; Messrs. Hayes and Reed. The music was in charge of Mr. W. L. Bates, and the selections for the three exercises were "Inman Line March" by A. E. Warren; "March des Troubadours," Roubier; "Grand Festival March," G. A. Mictyke.

Mr. Boyden took a set of the objects constructed in the Industrial Laboratory to Jamaica. Some attention will be given to this department of the school in the next number of the OFFERING.

GOLDTHWAITE'S GEOGRAPHICAL MAGAZINE.

THIS new monthly periodical, and the only thing of the kind in the market, is of the greatest value to those interested in the subject, Geography. The one at hand has eighty-five pages of subject matter, excellent print, and many good illustrations. A large portion of the magazine is devoted to such articles as, "A New Era Dawning in Jamaica," by Edgar Mayhew Bacon, and "Railroads Pioneer the way," by Cyrus C. Adams. Young Folks' Geographic Corner is the name of one department, and Hints for Teachers the heading of another.

One who wishes to keep run of books helpful in the schoolroom will find them noted in the closing pages of the periodical. A complete index to the magazine will be published at the end of the year. A note from the editor reads, "No effort will be spared to make the magazine a complete record of Geographical progress and the index will render all the information it contains available." Mr. F. F. Murdock of this school, has kindly offered to attend to subscriptions for the magazine. The subscription price for one year is \$2.00.

QUESTION DEPARTMENT.

TWO questions have been received to be answered in this number. One of them is of so great importance that we print and reply to both even at the risk of starting a department which will not be kept up in future numbers.

1. Explain the use of the term *carat*.

The carat is an Abyssinian weight by which the weight of gold is estimated. The word is

originally the name of a bean, the fruit of the carab tree. When applied to gold and silver it is not a weight unit, but the mode of expressing the purity or fineness of the metal in twenty-fourths. Thus eighteen carat gold is metal in which eighteen parts out of twenty-four are pure gold. This method of estimating fineness is traceable from the marc of Europe having been divided into twenty-four real carats or actual weight units. The present method is to estimate fineness in thousandths, i. e., gold seven hundred and fifty fine has two hundred and fifty parts alloy and corresponds to eighteen carat gold. Our gold coins are 21.19 carats.

2. Please analyze the enclosed.

Natural form, amorphous. Structure, compact. Cleavage, distinct, breaking along the line or parallel with the line of the trade mark. Hardness, slightly softer than quartz. Lustre, pearly. Streak, white. Color, white to brownish. Opaque. Unaffected by acid and by fire. Locality, found often in public soap dishes, sometimes in soap dishes in the lavatories, sleeping rooms and bath rooms of schools and boarding halls. Uses, to prevent dirt from coming off hands. Sometimes—but improperly—called SOAP. *Not yet named.*

PERSONALS. AND LOCALS.

—Miss Myra Mayo has returned to school.

—'90. Mr. F. E. Gurney has visited us this month.

—Miss Barbey is substituting in the Cambridge schools.

—'91. Miss Barbara E. Hunter is teaching in Weymouth.

—A new definition of a corporation, "An artificial person."

—'91. Miss May Kingman is teaching in Marblehead. (?)

—It is an odd thing that as wit grows thin it grows heavy.

—'91. Miss Higney has the offer of a school in Fall River.

—A bright pupil in the German class, gave as a moral to the story of Ichabod Crane, "All is fair in love and war."

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—'91. Miss Edith Keith has accepted a position in Weymouth.

—'91. Mr. Frank Dame has returned to take the advanced course.

—'90. Miss Etta L. Chapman is attending the Emerson School of Oratory.

—'91. Miss Lila W. Childs is principal of a primary school in Fairhaven.

—'91. Miss Ella MacGregor is substituting in the grammar school at East Braintree.

—Why are lawyers always in such a hurry? Because time is brief, and brief means money to them.

—During vacation Mr. Parsons of the Senior class, taught in the school where he was formerly principal.

—We were pleased to learn of Miss Tucker's popularity and success in the East Bridgewater high school.

—Mr. Southworth of Sec. I, assisted in one of the Boston grammar schools, for a short time during vacation.

—This new version of a line of an old poem, "When Lee marched over the garden wall," raised a laugh in one of our reading classes not long ago.

—Miss L. M. Snow has had the offer of a very desirable position in a newly established school in the West. On account of its long distance from home she has concluded to retain her present position.

—Charlie: "Say papa, are women better than men?"

Papa: "Spell the word my son, and you will see in what proportion they are better."

Charlie: "W-O-man."

—First pupil (taking place in class): "I haven't looked at my lesson for to-day."

Second pupil: "Actions speak louder than words. If you had only waited about ten minutes —." Talk is cheap anyway.

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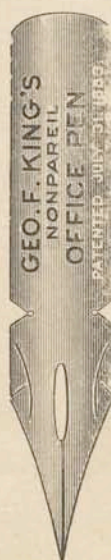
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